

**LEARNERS PERSPECTIVE ON THE TEACHING TECHNIQUES  
APPLIED BY THE NATIVE AND NON-NATIVE TEACHERS IN  
ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF  
SURAKARTA IN 2014/2015 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment the Requirements  
for Getting Bachelor Degree of Department of Education  
In English Department**

**by**

**GILLANG NUR RACHMANZAH  
A320100236**

**ENGLISH DEPARTMENT SCHOOL OF EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
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**APPROVAL**

**LEARNERS PERSPECTIVE ON THE TEACHING TECHNIQUES  
APPLIED THE NATIVE AND NON NATIVE TEACHERS IN ENGLISH  
DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
IN 2014/2015 ACADEMIC YEAR**

**PUBLICATION ARTICLE**

by

**GILLANG NUR RACHMANZAH**

**A320100236**

Approved to be Examined by the Consultant

**First Consultant**



**Aryati Prasetyarini, S. Pd, M. Pd**

**NIK. 725**

**Second Consultant**



**Drs. Djoko Srijono, M. Hum**

**NIDN. 0001065901**

ACCEPTANCE

LEARNERS PERSPECTIVE ON THE TEACHING TECHNIQUES  
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by

**GILLANG NUR RACHMANZAH**

**A320100236**

Accepted by Board of Examiner  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta

Team of Examiners

1. **Aryati Prasetyarini, S. Pd, M. Pd.**  
(First Examiner)
2. **Drs. Djoko Srijono, M. Hum**  
(Second Examiner)
3. **Maully Halwat Hikmat, S. Pd, M. Hum, Ph.D**  
(Third Examiner)

(*Aryati Prasetyarini*)  
(*Djoko Srijono*)  
(*Maully Halwat Hikmat*)



Dean,

**Prof. Dr. Harun Joko Prayitno, M.Hum**

NIP. 196504281993031001

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Surakarta, Maret 2017

The Researcher



**GILLANG NU RACHMANZAH**

**A320100236**

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**ABSTRAK**

Studi ini bertujuan untuk mengetahui pendapat siswa tentang teknik kelas yang digunakan oleh guru native dan non-native untuk mengembangkan keterampilan berbicara Bahasa Inggris siswa di jurusan Bahasa Inggris di Universitas Muhammadiyah Surakarta. Metode pengumpulan data di penelitian ini yaitu observasi, wawancara dan dokumentasi. Hasil dari penelitian ini menyajikan beberapa pendapat siswa tentang teknik kelas yang diterapkan oleh guru native dan non-nativ dan pendapat siswa di jurusan Bahasa Inggris universitas Muhammadiyah Surakarta. Teknik yang digunakan oleh pengajar bukan asli adalah role-play dan diskusi. Teknik bermain peran yang digunakan oleh guru adalah untuk memungkinkan siswa segera menerapkan konten seperti yang dimasukkan ke dalam peran pembuat keputusan yang harus membuat keputusan mengenai kebijakan, alokasi sumber daya, atau hasil lainnya. Teknik diskusi yang digunakan oleh dosen adalah untuk meningkatkan kemampuan siswa berbicara. Teknik yang digunakan pengajar asli adalah role-play dan game. Dari hasil yang ditemukan disimpulkan bahwa teknik yang digunakan pengajar bukan asli efektif untuk siswa. Siswa berfikir bahwa teknik yang digunakan pengajar asli dan bukan asli sudah bagus untuk meningkatkan kemampuan bahasa Inggris. Tetapi masih ada beberapa masalah dengan teknik yang digunakan pengajar asli yaitu siswa masih terbatas dalam grammar, vocab dan pengucapan.

Kata Kunci : Teknik Mengajar Pengajar Non-nativ, Teknik Mengajar Pengajar native, dan Pendapat Siswa.

**ABSTRACT**

*This study is aimed at describing the techniques used by the native and non-native lecturers in teaching speaking skill in the department of English education at the University of Muhammadiyah Surakarta. Methods of data collection in this study are observation, interview and documentation. The results of this study present some learner's perspective about classroom techniques applied by lecturers native and non-natively and learners perspective in the department of English Language University of Muhammadiyah Surakarta. Techniques used by non-native lecturer are*

*role-play and discussion. Role-play technique used by the teacher is to allow students immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. Discussion technique used by the lecturer is to improve the students speaking ability. Techniques used by native lecturer are role-play and games. From the results found concluded that the technique used by non-native lecturer is effective for students. Students think that the techniques used by native and non-native teachers are good for improving speaking skills. But there are some problems with the techniques used by the native lecturer they are the students are still limited in grammar, vocab and pronunciation.*

*Keywords: Teachers Teaching Techniques of non-indigenous, native Teachers Teaching techniques, and Learners persective.*

## **1. INTRODUCTION**

English constitutes an important language used by most people in the world for communication. The language is used in many aspects of life, such as business, economy, culture, and technology. People learn the four language skills, namely listening, speaking, reading and writing.

Speaking is one of the most important skills in learning a foreign language, and the success is measured in terms of the ability to carry out the speaking in the language. The most important factors in the speaking English appear from internal factor from the learners themselves like being afraid, nervous, not confident, etc.

Speaking is one of four basic skills. It constitutes a process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking is a crucial part of language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language. The role of teachers is very important in the teaching speaking process.

Based on the explanation above, the writer is interested to describe classroom techniques used by the teacher to develop students' English speaking

skill at English department of UMS. To show the originality of this research, the researcher shows some previous study related to classroom technique of teaching speaking. There are Nuryanti (2013). Her research entitled *"Teaching Speaking Class by Native Speaker for the First Semester Students of English Department of Muhammadiyah University of Surakarta in 2011/2012 Academic Year*, Hervin Ratnasari (2009) who has conducted a research about *"The Problem Faced by English Native Speaker and Non-native English Learners in Speaking Class at SMAN 10 Malang*, Puji Widianingsih (2009). Her research entitled *"A Descriptive Study on Speaking Teaching-learning Process at the Second Year of the SMP NEGERI 3 KARTASURA in 2008/2009 Academic Year*, Gi-Pyo PARK (Soonchunhyang University) and Hyo-Woong LEE (Korea Maritime University). Their research is *"Characteristics of Effective English Teachers Perceived by High School Teachers and Students in Korea*.

This research focuses on learner's perspective about classroom techniques used by the teacher to develop students English speaking skill which the subject at English department of UMS in 2014/2015 academic year. The theory related with this research includes types of classroom techniques, the purpose in using each technique, and teachers' roles. This study can expand the previous study in other research field.

The researcher uses some theories related with the previous study in order to support the data of research. There are some theories to support her research such as teaching speaking, definition of speaking skill, component of teaching speaking, procedure' of teaching speaking, technique of teaching speaking, learners' perspective, native and non-native teacher.

The object of this study in this research is learners' perspective on the teaching techniques applied by the native and non-native teachers in English Department of Muhammadiyah University of Surakarta.

## **2. RESEARCH METHOD**

The type of this research is descriptive qualitative research. It answers the question of “how” and “what” about the problem in a particular situation. According to Arikunto (1995:309), descriptive research aims to collect the information about the status of the exist indication that is natural condition. In this research, the writer tries to describe the data taken from the observation using words. It does not use numbering or statistical analysis.

The researcher gets the data from three sources, namely events, informants, and documents. The methods of collecting data in this research are observation, interview, and documentation. The techniques for analyzing data in this research are reduction the data, display the data, and drawing conclusion. The subject of this study is the English teacher and students English department of UMS. The researcher observes in class IA and IE. The teachers’ name are Mrs. Fatimah and Mr. Richardson. The object of this research is the researcher focus on the classroom techniques applied by native and non-native English lecturer at the first semester of English department of UMS in 2014/2015 academic year.

## **3. FINDING AND DISCUSSION**

This research focuses on the questions of problem statements, they are: (1) techniques applied by native teacher in English department of UMS, (2) techniques applied by non-native teacher in English department of UMS, (3) learners’ perspective on the teaching techniques applied by native and non-native English lecturers in teaching speaking to the first semester in English department of UMS.

### **3.1 The techniques used by native teacher in English department**

#### **3.1.1 Role play**

In the Role Playing speaking activities, the players can play a role to be someone else or be himself but imagine in various situations. People imagine that students can play a role in a certain time as a doctor, movie stars and others. Students can also serve as another person they imagine,



while in the imaginative situation the language was used in restaurant, hotel, airport etc. Then, the techniques in this class include group work. Students asked to the other group which consists of two students for each group. Then, they made dialogue about the themes that have been determined by the teacher. In the previous meeting the teacher given an example to the class. The teacher gave an example of a conversation by using props. Once completed, then the students were asked to create a design dialogue with their friends and practiced it by using such props.

### 3.1.2 Games

Games is a technique that can build the students courage by challenging them in a systematic rule, but a fun situation was included in it. So, game was the technique that can make the students laugh and happy.

## 3.2 Teaching techniques used by non-native teacher in English department

### 3.2.1 Role play

Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome. This technique is an excellent tool for engaging students and allowing them to interact with their peers as they try to complete the task assigned to them in their specific role. This work can be done in cooperative groups and/or students can maintain the persona of their role throughout the class period. Students are more engaged as they try to respond to the material from the perspective of their character.

### 3.2.2 Discussion

The aim of discussion technique is to increase the students speaking skill and to make students confident to share their thought with other friends in the class. The discussion technique is used by the teacher to explain the material about conditional sentence.

In this section, the teacher started a discussion technique in English speaking. Discussion means to share information or idea in term of making and gaining the same understanding or decision about something. The aim of this activity is to improve student's fluency and confidence.

### 3.3 Learners' perspective on the techniques applied by native and non-native lecturers

#### 3.3.1 Learners perspective on the techniques used by Native teacher

In the teaching process, the researcher observed learner's perspective about techniques used by native lecturer in teaching speaking. In this section, the researcher explain some conclusions from interviews with students about learners perspective about techniques used by native lecturer including role plays and games.

Based on the interview with the student above, students' difficulties in communicating because teacher speaks too fast that so many students do not understand about what is delivered.

#### 3.3.2 Learner's perspective on techniques applied by non-native lecturer

Based on the interview to students, the researcher describe that the students better understand the techniques used by non-native. Non-native delivered material used two languages so that students can understand the material that is given by the teachers.

#### 3.3.3 Learner's perspective

From the direct interview with the student above, many students are understand with the material that was presented by the non-native lecturer, because of the technique used two languages. And the lecturer was in brought sometimes interspersed with jokes so that students do not get bored easily and are easier to absorb about the material presented.

Based on the interview of two English department students in UMS about the techniques implementation by the lecturer, the writer concludes

three technique that implemented in teaching speaking process. They are role-play, discussion and games.

#### **4. CONCLUSION**

In teaching speaking at English department of UMS, the native lecturer applied two techniques; role play and games. The classroom techniques applied by non-native lecturer in teaching speaking at English department of UMS are role play and discussion. The learners' perspective on the teaching techniques applied by the native and non-native lecturer are based on English proficiency, present material and techniques implementation. The native and non-native lecturers have the similar procedures in teaching speaking. However, the lecturers have different way in using English. The native lecturer is more perfect in using English. On the other hand, the non-native lecturer used both English and Indonesian in delivering materials. Because the native lecturer often used English fully, the students often get difficulties in understanding the instruction.

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